

Year 3 - Dr. Morris Gibson School Annual Education Results Report 2023-24

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our education plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plan and provides assurance to our stakeholders that we are advancing our priority of engagement, support, and success for each learner.

[School Education Plan 2021-2024 \(year 3\)](#)

[Key Insights from Year 3 Educational Plan](#)

[School Website](#)

School Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Homeland of the Métis.

Vision

Engagement, Support and Success for each learner.

Mission

Each learner entrusted to our care, has unique gifts and abilities.
It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

Priorities

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

[Board Policy 01: Division Foundational Statements](#)

[Board Policy 14: A Place for All](#)

Providing Accountability and Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. [Foothills School Division's Education Plan](#) and [Annual Education Results Report](#) (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD [AP 100: Education Plan and Annual Education Results Report](#) and [AP 101: Annual Education Results Report](#). Our education plan is aligned with [Alberta Education's Business Plan 2024-2027](#) and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Our Story of Learning

» THE FUTURE-FOCUSED MODEL FOR LEARNING

AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.

Our Goals and Strategies

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p style="text-align: center;">Commitments</p> <ul style="list-style-type: none"> ▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division ▪ Engaging, communicating, and collaborating meaningfully with our learners and communities ▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging ▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities 	<p style="text-align: center;">Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance	<p style="text-align: center;">FOOTHILLS SCHOOL DIVISION SYSTEMS WHEEL</p>	Teaching and Leading
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p>Goal: Advance Excellence in teaching, learning and leading</p> <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

About Our School



Dr. Morris Gibson is a Kindergarten to Grade 6 elementary school located in the heart of Okotoks, Alberta. Serving a community of approximately 320 students, the majority of whom are from the surrounding area, our school has a rich history of supporting students with complex medical and cognitive needs. Once a regional hub for such students, Dr. Morris Gibson has embraced inclusive practices that ensure every child is fully included in the classroom and school environment. While inclusive education has become more widespread across Alberta, many families continue to choose DMG for its progressive approaches, the expertise of our dedicated staff, and our experience in fostering an inclusive school community.

Our school is proud to be home to generations of families, and we celebrate the pride, traditions, and legacies that these families bring with them. At DMG, we are the Hawks, and our team is made up of 15 talented teachers, including a Physical Education specialist, Music specialist, Learning Coach, and a Learning Commons Facilitator. We also have a dedicated support team consisting of 9 Educational Assistants, a Family School Liaison Counselor, 2 administrators, as well as our Office Administrator and secretary.

Dr. Morris Gibson school offers a wide range of programming opportunities, including Grades 1-6, full-time Kindergarten, part-time Kindergarten (Tuesday/Thursday and alternating Fridays), and Before and After Care through our Kids Stop program. Our school is a safe, caring, and welcoming community where every child is valued. We pride ourselves on providing inclusive practices, with spaces like our Upper Gym, Sensory Rooms, Learning Resource Room, Pod break-out spaces, Makerspace room, and an inclusive playground designed to support all students. Our Life Skills programming and adapted learning opportunities ensure that every child receives the support they need to thrive.

Our music program is vibrant and enriching, offering students opportunities to participate in choir and learn a variety of instruments. In Physical Education, we provide a diverse range of activities, including swimming, inline skating, Taekwondo, and Mission Impossible challenges. We also offer student-led initiatives such as PALS, Patrols, Student Markets, and Student Matters, which empower students to take on leadership roles and contribute to the school community, enhancing the overall student experience. Through collaboration with the Learning Commons Facilitator and classroom teachers, students are encouraged to explore their imaginations through Career Technology Foundations and Outdoor Learning. We also offer a variety of extracurricular activities, including clubs and sports, to encourage student growth and development.

Parents are essential in supporting the learning environment at our school. On any given day, we are fortunate to have numerous volunteers who assist in classrooms, help prepare for events and contribute to organizing hot lunches. Beyond the daily activities, our school benefits from a strong partnership with an active and supportive school council and fundraising committee. These groups have made significant contributions to meeting the learning needs of our students and have provided valuable input on school operations. To ensure the best possible educational experience for our students, we deeply appreciate and welcome all feedback from our parent community.

One of the unique aspects of our school is our relationship that we have developed with Knowledge Keeper, Elder Virginia Aldoff, also known as Kokum. Through class visits, traditional stories, and teachings, Kokum has helped deepen our understanding and appreciation of Indigenous culture. By connecting with the land we live on, she has taught us to listen and learn from the wisdom of Indigenous traditions, which enriches our school community and connects us to the larger history of the land.

Our commitment to continuous improvement is supported by ongoing professional development, which aligns with our School Education Plan goals. The focus of our professional learning is guided by our three pillars: Engagement, Support, and Success. As a school community, we work together to make this learning visible in classrooms, throughout the school, and in the community.



School Highlights and Celebrations

Dr. Morris Gibson School has been filled with many special events and celebrations that reflect our vibrant school community. In the fall, our Grade 6 students had the exciting opportunity to attend Camp Chief Hector, where they enhanced their curricular learning through outdoor activities and



collaborative group skills. This experience helped strengthen their teamwork and leadership abilities, contributing to their overall growth as students and individuals.

One of the biggest milestones for our school this year was celebrating its 30th birthday. To mark this special occasion, we hosted a school-wide birthday party with staff, students, and parents coming together for a BBQ, cake, and a variety of fun events. It was a wonderful way to celebrate the rich history and traditions of Dr. Morris Gibson.

Throughout the year, we also hosted our monthly Hawk Time assemblies, led by our Grade 6 Student Matters team. These assemblies served as a platform to celebrate school highlights, recognize positive behaviors, and reinforce what it means to be a Hawk. Our “Caught a Hawk” positive behavior support program continues to encourage kindness, respect, and responsibility within our school community. This year, we also adopted a Hawk, which became a symbol of our work around fostering school pride and positive behaviors both in the classroom and in the wider community. When the Hawk was well enough to be released back into the wild, we celebrated its journey south as a school community.



demonstrating the talent and spirit of our students.

Our students had many opportunities to engage in physical activities, such as participating in our Run Club, Basketball, Triple Ball and Flag Football team. A proud achievement for our school was the Grade 6 Flag Football team winning the divisional trophy for Best Sportsmanship. This accomplishment showcased the team’s dedication to fair play and teamwork. Additionally, we established the DMG Cheer team for Grades 4-6, which went on to win all three championships they participated in,



The entrepreneurial spirit of our students shone through in the two student markets we hosted, one at Christmas and another in the Spring. These markets were a fantastic opportunity for students to showcase their creativity and innovation, while raising funds for the school. Our Halloween and Spring Family Dances were also major highlights, bringing together students, parents, and staff for fun and celebration, with a generous donation to the Okotoks Food Drive as a result.

We also had several successful fundraising initiatives, including popcorn days, which helped raise funds for technology and devices to support our students’ learning. One of the most memorable events of the year was our DMG Winter Carnival, where we celebrated our French Canadian heritage with a special guest, Roger Dallaire. Students enjoyed sledding, team-building activities, Canadian music, food, and games, all while learning about Canadian culture.



Our community continues to thrive thanks to the dedicated support of our parent volunteers. At our DMG Volunteer Appreciation event, we celebrated their contributions with a lunch, student performances, and a performance by our DMG choir. We wrapped up the year with our annual DMG Olympics Sports Day, an outdoor event that fostered team-building and school spirit. The day was supported by our robust parent volunteers and featured a fun visit from the Okotoks firefighters, who helped our students cool down after a day of active games and

activities. Each of these events and celebrations contributed to making this year at Dr. Morris Gibson a truly memorable and enriching experience for our students, staff, and the broader school community.



Alberta Education and FSD Assurance Measures Report Summary Fall 2024

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	85%	Very High
Citizenship	92%	Very High
Education Quality	87%	Very High
Lifelong Learning	70%	High
Parental Involvement	82%	Very High
Program Access	81%	Very High
Program of Studies	90%	Very High
Program of Studies/At risk students	86%	Very High
Safe and Caring Schools	94%	Very High
School Improvement	75%	High
Student Learning Engagement	90%	Very High
Welcoming Caring Responsive Student Learning Environment	95%	Very High
Work Preparation	79%	High

Alberta Education Assurance Measures (AEAM)	Positive Responses	Evaluation
Access to Supports and Services	82.7	n/a
Citizenship	88.1	Very High
Education Quality	96.3	Very High
Lifelong Learning	77.9	High
Parental Involvement	91.1	Very High
Program Access	76	Intermediate
Program of Studies	87.3	Very High
Program of Studies/At risk students	79.3	Very Low
Safe and Caring Schools	91.5	Very High
School Improvement	81.2	Very High
Student Learning Engagement	88.8	n/a
Welcoming Caring Responsive Student Learning Environment	90.9	n/a
Work Preparation	77.7	Intermediate

Dr. Morris Gibson School's
[Historic Evidence of Accountability to Assurance](#)

Measure Evaluation

Measure Evaluation for FSD Annual Education Results Report (Adapted from Alberta Education)

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

Engagement

Our Story of Engagement

At Dr. Morris Gibson School, engagement is at the heart of everything we do. Our commitment to fostering leadership and community is exemplified by the Student Matters committee. This dedicated group of students takes the lead in promoting a sense of belonging and responsibility among their peers, ensuring that every student has a voice and an opportunity to contribute to the school community.

Our engagement extends beyond the student body to include vital community stakeholders. Parents play an active role in our school council, volunteer their time generously, participate in various events, and provide valuable feedback when needed. Their involvement is a cornerstone of our school's success, creating a strong partnership between home and school.

Effective communication is another pillar of our engagement strategy. We prioritize clear, consistent, and open communication to keep our school community informed and connected. Whether through newsletters, meetings, or digital platforms, we ensure that everyone is on the same page and feels included in the school's journey.

Community engagement is woven into the fabric of our school through both curricular and non-curricular events. From academic projects that involve local organizations to extracurricular activities that bring together students, parents, and community members, we create numerous opportunities for meaningful interaction and collaboration.

Together, these efforts create a vibrant, engaged, and supportive school environment where stakeholders feel valued and empowered to contribute.

- Policy 1: Divisional Foundation Statements
 - Advocacy
- A Shared Responsibility: Safety for All
 - Celebrations for All
- Celebrating our Flourishing Community
 - Engagement Opportunities
- Foothills Flourishing Community Award
 - FSD Footnotes
 - FSD Social Media
 - FSD News
 - Get Involved

- Governance

Stakeholder Engagement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> • governance aligns with and is responsive to the needs and expectations of the learning community • stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system • communication provides assurance 	<ul style="list-style-type: none"> • measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division • stakeholder engagement informed decision making and education plans • education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How

were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Student Engagement: Continue to invite, incorporate, and build leadership initiatives for our students at multiple grade levels to create opportunities to find their passions.	Very High
Staff Engagement: Continue to build a school leadership team as representatives to build relevant professional development and ensure responsive support to all staff members.	High
Parent Engagement: Continually seek out parent feedback with regards to our school’s direction through surveys and celebrate school council achievements and initiatives.	Very High
Community Engagement: Collaborate with and stay in tune with current and future community support systems to provide accurate information to families and staff.	Very High
Communications: Share through our Instagram and school website to communicate new opportunities via school council, volunteering, or school initiatives.	Very High

Areas of Strength:

- Student Matters committee promotes leadership and community in our school
- Community stakeholder such as parents are actively engaged in school council, volunteering, participating in events and providing voice when requested
- School communication serves the school community

- Community engagement is present in the school through curricular and non-curricular events

Areas for Growth:

- Engagement of staff in school leadership team. More frequency to gather staff voice/feedback.
- Staff’s awareness of the support systems available to them to support students.

Next Steps:

- Build student leadership capacity through the Student Matters Team.
- Build a school leadership team as representatives to build relevant professional development and ensure responsive support to all staff members.
- Continually seek out parent feedback, with regards to our school’s direction through ongoing feedback, and celebrate school council achievements and initiatives.
- Collaborate with local agencies to support mental health and well-being.

Continuous Improvement Results Analysis		
Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<ul style="list-style-type: none"> • Advance evidence-based continuous improvement and assurance • Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement. 	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> • building relationships • engaging with education partners and stakeholders • creating and sustaining a culture of continuous improvement and collective responsibility 	<ul style="list-style-type: none"> • Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success • curriculum is relevant, clearly articulated and designed for implementation within local contexts • Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement • Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity • Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate

		<p>research and practice-informed strategies implemented to achieve priorities</p> <ul style="list-style-type: none"> • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans • fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements • provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement
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Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

- Provincial**
- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
 - **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
 - **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Local**
- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
 - **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.

- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality		Parental Involvement		Continuous Improvement	
2020-2021	96.9		79.8		97.8	
2021-2022	94.3		80.0		80.4	
2022-2023	90.9		81.0		75.2	
2023-2024	96.3		91.1		81.2	
Evaluation (overall and improvement)	Very High	Improved	Very High	Improved	High	Improved

FSD Assurance Survey (Parents): Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2020-2021	N/A	N/A	N/A

2021-2022	98%	77%	61%
2022-2023	96%	77%	47%
2023-2024	87%	82%	75%
Evaluation	Very High	High	High

Alberta Education Assurance Survey: Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement		Citizenship		Education Quality		Safe, Caring and Welcoming		Access to Supports		Parental Involvement	
2020-2021	76%		89%		94.7%		92.1%		84.5%		79.8%	
2021-2022	82.5%		85.9%		96.9%		91%		78.5%		80%	
2022-2023	82.4%		82.5%		90.9%		84.5%		73.5%		81%	
2023-2024	88.8%		88.1%		96.3%		90.9%		82.7%		91.1%	
Evaluation	Very High	Improved	Very High	Improved	Very High	Improved	Very High	Improved	High	Improved	Very High	Improved

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A

2021-2022	95%	89%	98%	85%	86%	77%
2022-2023	90%	90%	96%	89%	80%	77%
2023-2024	90%	92%	87%	94%	85%	82%
Evaluation	Very High	Very High	Very High	Very High	Very High	High

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Continue to share and collaborate with staff to advance the understanding of our school goals to improve student academic and social-emotional growth.	Very High
Strategy 2: Continue to share via social media, school website, and classroom communication engagement opportunities to community members.	Very High

Areas of Strength:

- Shared Leadership Team input to strategies and direction of the school
- Social media and newsletter are both effective tools in promoting and engaging community members

Areas for Growth:

- Staff involvement with educational planning and result reporting

Next Steps:

- Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
- Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
- Share and collaborate with staff to advance the understanding of our school goals to improve student academic and social-emotional growth.
- Share via social media, school website, and classroom communication engagement opportunities to community members.
- Establishing a school culture committee to build connections and support Positive Behavior Supports through Hawk Time celebrations.

Support

Our Story of Support

At Dr. Morris Gibson School, our reputation as a Safe and Caring school is well-documented across multiple data sources. This recognition is a testament to our unwavering commitment to creating a nurturing and secure environment for all students.

One of the most remarkable aspects of our school is the positive attitude students have towards peer relations. They consistently express feeling supported and valued by their classmates, which fosters a culture of mutual respect and friendship. This positive peer dynamic is cornerstone of our inclusive learning environment, where every student feels they belong.

Our school is renowned for its inclusive approach to education. We pride ourselves on providing a learning environment that accommodates and celebrates the diverse needs of all learners. This inclusive ethos is reflected in our tailored teaching strategies, accessible resources, and the supportive atmosphere that permeates our classrooms and hallways.

By focusing on these strengths, Dr. Morris Gibson School continues to thrive as a Safe and Caring school, where every student feels supported, valued, and empowered to succeed.

- AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All
 - Policy 14: A Place for All
 - A Flourishing Community
 - Celebrating our Flourishing Community
 - Parent and Community Connect
 - Inclusive Learning
 - Student Learning
 - Support for Parents
- Truth and Reconciliation for Learner Success **Toolkit**

Learning Supports Results Analysis

Goals	Outcomes	Indicators
<i>Desired Result</i> Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.	<i>Measurable statements of what FSD seeks to achieve</i> <ul style="list-style-type: none"> • learners contribute to developing and advancing cultures of wellness and well-being 	<i>Indicators of achieving outcomes</i> <ul style="list-style-type: none"> • improved wellness and wellbeing in students and staff • learners are active, healthy, and well

	<ul style="list-style-type: none"> • learners contribute to and feel welcomed, cared for, respected and safe • learners access a robust continuum of supports • students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change • students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> • all students and staff demonstrate understanding and respect for the uniqueness of all learners • all learning environments are welcoming, caring, respectful and safe • learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations • improved understanding of an inclusive education system is shared by all education partners • collaboration with education partners to support learning • improved wrap around services and supports that enhance conditions required for optimal learning and wellness • structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities • programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning
<p style="text-align: center;">Goal <i>Desired Result</i></p> <p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • learners contribute to developing and advancing cultures of wellness and well-being • learners contribute to and feel welcomed, cared for, respected and safe • learners access a robust continuum of supports • students will develop a better understanding of themselves that will allow them to make decisions, 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • improved wellness and wellbeing in students and staff • all students and staff demonstrate understanding and respect for the uniqueness of all learners • all learning environments are welcoming, caring, respectful and safe • learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations • improved understanding of an inclusive education system is shared by all education partners

	<p>achieve goals, build resiliency, and adapt to change</p> <ul style="list-style-type: none"> • students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> • collaboration with education partners to support learning • cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness • structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities • programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning
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Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial

- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring		Access to Supports and Services	
2020-2021	92.9%		84.5%	
2021-2022	92.6%		78.5%	
2022-2023	88.1%		73.5%	
2023-2024	91.5%		82.7%	
Evaluation	Very High	Maintained	High	Improved

FSD SOS-Q Student Survey (Student Orientation to School Questionnaire): This survey is used to identify student’s degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

above national norm

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2020-2021	90%	82%	73%	81%	86%
2021-2022	89%	83%	76%	74%	87%
2022-2023	85%	85%	72%	78%	73%
2023-2024	93%	77%	82%	83%	91%
Evaluation	Very High	High	High	High	Very High

<p align="center">Strategies: Advance Wellness and Well-being</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Build on our school’s knowledge and skills regarding trauma informed, inclusive, and wellness practices to support each student in our care.</p>	<p>High</p>
<p>Strategy 2: Analyze and collaborate as a larger team when exposed to survey, feedback, and data results in order to focus on relative strengths and next steps.</p>	<p>High</p>
<p>Strategy 3: Collaborate with our Learning Services Team and larger staff to support all learners where they are at.</p>	<p>Intermediate</p>

Areas of Strength:

- Dr Morris Gibson School as a Safe and Caring school is prevalent in multiple data sources.
- Students' attitudes about Peer relations are positive.

Areas for Growth:

- SOS-Q data shows a decline in external resilience for students.
- Collaboration with the larger FSD learning services team to advance our school goals.

Next Steps:

- Build on our school’s understanding regarding trauma informed, inclusive, and wellness practices to support each student in our care while leveraging partnerships with divisional supports and outside agencies.

<p align="center">Strategies: Advance Continuum of Supports</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Build on our school-based continuum of supports to assist in helping teachers, students, and community members find strategies to support their needs.</p>	<p>Intermediate</p>
<p>Strategy 2: Incorporating the expertise of our Learning Support Team and larger staff to identify areas of need for at-risk students and utilize strategies to help them inside, and outside of school.</p>	<p>Intermediate</p>
<p>Strategy 3: Collaborate with and incorporate the expertise of our school’s FSLC to find relevant outside agencies and supports, as needed.</p>	<p>Intermediate</p>

Areas of Strength:

- An increased awareness of how we access support and services.

- Relationships with outside agencies.
- Staff capacity to know which resources to access to support at risk students.

Areas for Growth:

- Collaboration with more outside agencies.
- Continue to build capacity through collaborative response.
- An increase in awareness and understanding of assessment practices that inform what types of learning supports are required for learners.

Next Steps:

Advance a continuum of supports by:

- Strengthen our universal strategies and leverage outside agencies to support our continuum of support.
- Build on our school-based continuum of support to assist in helping teachers, students, and community members find strategies to support their needs.
- Establish a collaborative response team to support learners and strengthen our continuum of supports
- Analyze and collaborate with the Shared Leadership Team when exposed to survey, feedback, and data results to focus on relative strengths and next steps. This includes building capacity in the shared leadership team in their understanding of the AERR and its connection to educational planning.

Success

Our Story of Success

At Dr. Morris Gibson School, our journey of success is built on a foundation of innovative practices, strong community connections, and a commitment to excellence in education.

One of our standout initiatives is the **weekly maker-time** embedded in student schedules. In collaboration with our Learning Commons Facilitator, this hands-on approach encourages students to engage in creative challenges, fostering critical thinking and problem-solving skills. This initiative has become a cornerstone of our educational experience, inspiring students to explore and innovate.

Our **Camp Chief Hector** experience for grade 6 students is another highlight. This program not only enhances curriculum objectives but also builds essential communication and cooperative group skills. The shared experiences at camp create lasting memories and strengthen the bonds among students, preparing them for future collaborative endeavors.

We are proud of the **strong entrepreneurial spirit** among our students, exemplified by the growing success of our Student Market. This platform allows students to develop business acumen and creativity, providing them with real-world skills that will serve them well in the future.

Our **purposeful assemblies**, known as Hawk Time, play a crucial role in promoting positive behavior, supporting school culture, and fostering a sense of connection within our community. These assemblies are a testament to our commitment to creating a supportive and inclusive environment for all students.

The **Leadership Team** at Dr. Morris Gibson School is deeply invested in the design principles of deep and transferrable learning. Their understanding and application of these principles ensure that our educational practices are both effective and forward-thinking.

Our **Provincial Achievement results** speak volumes about our commitment to excellence. With no students below the acceptable standard, we have achieved a high level of excellence that reflects the hard work and dedication of our students and staff.

The growing interest of our teachers in our school's educational planning and their connection to professional development is another indicator of our success. This engagement ensures that our staff is continually growing and evolving to meet the needs of our students.

Finally, the **clarity of our vision, mission, and values** is high, guiding our actions and decisions as we strive to provide the best possible education for our students. We are proud to create a vibrant and successful learning environment at Dr. Morris Gibson School, where every student is supported, valued, and empowered to achieve their full potential.

- [Alberta Learning Competencies](#)
- [Assessment and Reporting](#)
- [Career Education](#)
- [Innovation and Design](#)
- [Learning that Transfers](#)
- [First Nations, Métis, and Inuit student success](#)
- [French Immersion](#)
- [Literacy](#)
- [Numeracy](#)

Student Growth and Achievement Results Analysis

<p>Goal 1 <i>Desired Result</i></p> <p>Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p>Outcomes</p> <p><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. 	<p>Indicators</p> <p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • learners apply knowledge, understanding and skills in real life contexts and situations
<p>Goal 2 <i>Desired Result</i></p> <p>Advance learning for transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p>Outcomes</p> <p><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • learners will be able to explore and develop their skills and passions and achieve their highest potential • students will be well prepared for their future while remaining current and relevant in the local and global contexts 	<p>Indicators</p> <p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts • improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals • learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	89.1%	83.3%	89.3%	96.9%	89.1%	76%
2021-22	77.2%	84.6%	85.9%	94.3%	77.2%	82.5%
2022-23	69.9%	80.8%	82.5%	90.9%	69.9%	82.4%
2023-2024	87.3%	77.7%	88.1%	96.3%	77.9%	88.8%

Evaluation	Very High	Improved	High	Maintained	Very High	Improved	Very High	Improved	High	Improved	Very High	Improved
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Intellectual Engagement Survey

Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”

Performance Measures	High Expectations	Support	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2020-2021	100%	N/A	100%	100%	100%	100%	100%	N/A
2021-2022	98%	84%	85%	84%	93%	80%/84%	70%/85%	87%
2022-2023	92%	78%	79%	85%	88%	73%/82%	82%/82%	59%
2023-2024	96%	86%	79%	85%	90%	61%/47%	59%/71%	44%
Evaluation	Very High	Very High	High	Very High	Very High	Maintained/Low	Low/Maintained	Low

Strategies: Advance Innovation and Design

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Evaluation

Impact of strategies implemented

Strategy 1: MakerSpace learning in the Learning Commons during the second Library period so that each student has that time for 30 minutes a week.

Very High

Strategy 2: Maker Time during recess to promote maker learning for those students who want to explore that further.

Very High

Strategy 3: Outdoor Education through our physical education teacher for our grade six students.

High

Areas of Strength:

- Weekly maker-time embedded, in collaboration with Learning Commons Facilitator, encourages hands on challenges for students.

- Camp Chief Hector provides a shared experience for our grade 6 students in building communication and cooperative group skills, while enhancing curriculum objectives.
- Strong entrepreneurial interest in our students as our Student Market continues to grow.

Areas for Growth:

- Build capacity and understanding around Design and Innovation Framework for learning with regards to CTF (Staff and Students).
- [Advance Career Technology Foundations in grades 5-6.](#)

Next Steps:

- Advance staff capacity for implementation of the Framework for Innovation and Design: Learning for Transfer -Implementation of Maker-centered Learning, Career and Technology Foundations and My Blueprint within Dr. Morris Gibson School as a strategy for engagement and exposing students to a greater breadth of possible careers.
- Establish a student driven school-based business to support [FSD design and innovation framework.](#)
- Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in entrepreneurship through Student Markets.

<p align="center">Strategies: Advance Learning for Transfer <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Incorporating Maker learning in collaboration with teacher, EA, and Learning Commons Facilitator</p>	<p align="center">Very High</p>
<p>Strategy 2: Focusing Professional Learning on Conceptual Understanding</p>	<p align="center">High</p>
<p>Strategy 3: Student Assemblies to showcase talents</p>	<p align="center">Very High</p>

Areas of Strength:

- Purposeful assemblies that promote positive behavior support and school culture and connection (Hawk Time).
- Leadership Team’s understanding in the design principles of deep and transferrable learning.

Areas for Growth:

- Within our communities of practice, curriculum and design for learning, we use learning cycles and promote design principles of deep and transferrable learning. Although, as educators, we feel this is an area for growth, parents reported that they feel this is a strength for our school. They report seeing evidence of the application of learning in authentic settings and engagement in learning beyond the classroom.

Next Steps:

- Incorporating Design and Innovation in collaboration with teacher, EA, and Learning Commons Facilitator.
- Focusing Professional Learning on the 3 Principles of Deep and Transferrable learning (FSD Guide to Success) through Communities of Practice.
- Investigate the Learning Cycles K-6 with a focus on conceptual understanding.

<p align="center">Goal 3 <i>Desired Result</i> Advance First Nations, Métis, and Inuit student success</p>	<p align="center">Outcomes</p>	<p align="center">Indicators <i>Indicators of achieving outcomes</i></p>
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<p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful • strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<ul style="list-style-type: none"> • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences • learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success • all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools • FSD Truth and Reconciliation Toolkit supports improved Indigenous student success • First Nation, Metis and Inuit families that are actively involved in educational decisions • the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement
<p>Goal 4 <i>Desired Result</i> Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i> Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural</p>	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy • learners apply knowledge, understanding and skills in real life contexts and situations improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades • improvement in students’ knowledge, skills and understanding of foundational literacy,

literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.”
[AB ED Ministerial Order on Student Learning](#)

- vocabulary, and comprehension (listening and written)
- improvement in foundational numeracy and mathematical knowledge and skills for all students

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
 - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners**.
- **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Literacy and Numeracy

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-2023	N/A	N/A	N/A	N/A	88.6	29.5	95.3	39.5	N/A	N/A
2023-2024	N/A	N/A	N/A	N/A	86.5	36.5	N/A	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A	N/A	Very High	Very high	Very high	Very High	N/A	N/A

GRADE Assessment (Literacy): This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2020-2021	56%	81%	77%

2021-2022	67%	84%	84%
2022-2023	66%	81%	78%
2023-2024	62%	78%	80%
Evaluation	Intermediate	High	High

MIPI Assessment (Numeracy): This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2020-2021	70%	77%	76%	80%
2021-2022	62%	66%	65%	74%
2022-2023	70%	71%	78%	72%
2023-2024	N/A	N/A	N/A	N/A
Evaluation	High	High	High	High

Strategies: Advance Literacy and Numeracy <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Analyzing our RRST, F&P, GRADE, and MIPI data as a Learning Support Team and larger staff to focus on individual student needs and larger themes in grade levels and the school.	High
Strategy 2: Embedding times within the school day for grade level teaching partners to meet and discuss assessment data to find the next step for each student with regards to numeracy and literacy.	Very High

Areas of Strength:

- Targeted Literacy and Numeracy groups were supported by Alberta Education through the literacy support provincial grant.

- Targeted interventions supported learning (LLI and precision reading).
- Provincial Achievement results report a high level of excellence with no students below the acceptable standard, provincially.

Areas for Growth:

- Structure a collaborative response model.
- Consistency of level A assessments in classrooms for literacy and numeracy.
- Leverage the curriculum corner to support new curriculum implementation.

Next Steps:

- Leverage the FSD Staff Learning Link and the Curriculum Corner to support new curriculum implementation.
- Develop a common understanding of data points and level A (classroom based) assessments that can guide instruction in literacy and numeracy.
- *Systematic and effective* use of school-based tools and resources that support student thinking and develop literacy and numeracy skills.

Evidence and Key Insights

Advance First Nations, Métis, and Inuit student success

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives		
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	
All Students (All) vs. Self-Identified Indigenous (SI)																			
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2021-2022 Baseline	50%	N/A	100%	N/A	100%	N/A	50%	N/A	100%	N/A	50%	N/A	100%	N/A	50%	N/A	100%	N/A
2022-2023	73%	100%	68%	100%	73%	100%	74%	100%	89%	100%	71%	67%	76%	100%	84%	100%	82%	67%
2023-2024	74%	75%	62%	100%	68%	100%	72%	88%	85%	100%	70%	75%	75%	88%	82%	88%	81%	63%
Evaluation	High	High	Intermediate	Very High	Intermediate	Very High	High	Very High	Very High	Very High	High	High	High	Very High	High	Very High	High	Intermediate

Strategies: Advance First Nations, Métis, and Inuit student success <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Creation of a 'student-created' Land Acknowledgement to dive deeply into the purpose of Land Acknowledgement	Very High
Strategy 2: Incorporating the Land Acknowledgement in all events and assemblies	Very High
Strategy 3: Work closely with our First Nation, Metis, and Inuit lead teachers to build more understanding amongst our larger school staff.	Very High

Areas of Strength:

- Indigenous students are reporting that they are comfortable sharing their culture at school.
- Students value and understand the importance of truth and reconciliation in education.
- Relationships and connections with indigenous community members have strengthened.

Areas for Growth:

- Move to more embedded instructional practices to address the systematic gap for Indigenous students. (Eg. Cultural infusion in all subject areas and teachers sharing indigenous perspectives).
- Sharing cultural perspectives needs to be encouraged with all students.

Next Steps:

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
- Support the implementation of Truth and Reconciliation Commission recommendations.
- Incorporating the Land Acknowledgement in all events and assemblies

- Work closely with our First Nation, Metis, and Inuit lead teachers to build more understanding amongst our larger school staff.

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” GOA, Ministry of Education – Business Plan 2020-23, p.56</p>	<ul style="list-style-type: none"> • improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all • teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation • teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice • teachers and leaders improve their professional practice in learning for transfer • improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning • improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial

- **In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Local

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

FSD Professional Learning Survey: This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2020-2021	95%	100%	85%	100%	100%	N/A
2021-2022	96%	93%	96%	93%	96%	N/A
2022-2023	84%	94%	88%	94%	90%	N/A
2023-2024	92%	94%	86%	89%	100%	N/A
Evaluation	Very High	Very High	Very High	Very High	Very High	N/A

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a

2022-2023	n/a	n/a	n/a	n/a
2023-2024	94%	87%	84%	80%
Evaluation	Very High	Very High	Very High	High

Strategies: Advance excellence in teaching, learning, and leading <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Using Kurtis Hewson’s work on the Collaborative Response Model as a template, creating PLTs on teacher interest, rather than grade level.	Low
Strategy 2: Creating a ‘Leadership Team’ that will co-create Professional Learning Days, staff meetings, PLTs, and help lead our learning for the year.	High

Areas of Strength:

- Teachers’ interest in our school’s educational planning and the connection to professional development is growing.
- Clarity of vision, mission and values is high.

Areas for Growth:

- Building capacity of staff in school wide leadership opportunities.
- Build collaborative response in our professional development plan.

Next Steps:

- Build structures to support student learning and achievement through Collaborative Response and Communities of Practice.
- Analyzing school-based data with staff to guide instruction and design of learning.
- Embedding times within the school day for Communities of Practice to collaborate around curriculum design.